

Inspection of Woodlands Nursery and Preschool

Woodlands Nursery & Preschool, 334 Minster Road, Minster on Sea, SHEERNESS,
Kent ME12 3PE

Inspection date: 4 November 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children have a wonderful time as they play and learn in the stimulating, well-organised environment. Those in the under-two's room confidently explore and discover, returning regularly for a reassuring cuddle from their trusted staff. Older children become engrossed in their play. They gain a wealth of skills as they independently create unique artwork, practise reading or work collaboratively with construction materials. The unhurried routines allow children a lot of time to follow their interests. For example, several children who chose to cut pumpkins sat for extremely long periods of time, concentrating intently on their task. They engaged in very charming and relaxed conversations with the staff member overseeing the activity.

All children make good progress. This is because staff monitor each child closely and very successfully offer increasing levels of challenge. For example, a group of children using crates as rockets displayed impressive space-related knowledge. They were skilfully supported to extend their thinking and language by a member of staff whose involvement in their play significantly enhanced their enjoyment. Following the strong role modelling of staff, children behave extremely well. They are happy, confident and develop good social skills. This prepares them well for their future learning.

What does the early years setting do well and what does it need to do better?

- The leadership and management of the nursery is strong and inspiring. The warm, caring staff team work very well together and communicate effectively. They discuss the needs and achievements of individual children in regular meetings and throughout the day. This enables each staff member to understand how to challenge and engage children during activities. Staff are highly skilled teachers and have a clear understanding of the learning intentions underpinning the educational programmes. They are also quick to recognise opportunities that arise to build on children's existing skills and curiosity to introduce new ideas as they play.
- All staff receive a lot of guidance and encouragement to continually improve their knowledge and skills. Training materials and books covering a broad range of relevant topics are constantly set out, and staff find these extremely useful. Staff also make good use of training courses, such as a focus on mathematics, that enhance their teaching. Apprentices feel very well supported. They value the close monitoring and regular feedback on their performance. Managers work closely with college tutors to ensure that apprentices have the opportunities they need to complete the requirements of their course.
- Recent improvements to the nursery environment, inside and out, have had a highly positive impact on children's learning and enjoyment. Resources are

purposefully organised to pique children's curiosity and inspire them to explore and experiment. Space is used well to create a mix of cosy areas for children to sit and read or relax, as well as exciting areas for them to engage in complex games with their friends.

- Partnerships with parents are strong. They are full of praise for the staff, saying that their children love attending and progress well. The front garden has been redeveloped to engage parents more fully. This has been very successful, particularly during the period when parents could not enter the building due to COVID-19 restrictions. Parents are able to borrow books from the newly introduced library box, sit on benches to chat, or read up-to-date information on the noticeboard.
- Each member of the team makes full use of their in-depth knowledge of the children in their key group to promote their learning. However, the key-person system is not as effectively embedded in providing continuity in children's personal care. For example, the arrangement for staff to change nappies on a rota, means that children do not consistently benefit from the valuable one-to-one time with their special adult.
- The support for children with special educational needs and/or disabilities (SEND) is a significant strength. The SEND coordinator works very effectively with the rest of the staff team to identify any child who may need additional support to reach their full potential. She is persistent and determined in engaging with specialist professionals and supporting parents. This means that children are assessed promptly and, where necessary, quickly benefit from the targeted support they need.

Safeguarding

The arrangements for safeguarding are effective.

There has been an extensive, and successful, focus on improving the safeguarding procedures within the nursery. All staff complete safeguarding training and their knowledge is checked regularly through questioning and the use of scenarios. Staff understand the potential signs that may indicate that a child is at risk and know how to refer any concerns to the relevant professionals. They have a confident knowledge of the potential risks posed to children by exposure to extreme views and behaviours.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- review the arrangements to attend to children's personal care needs so that, where possible, they benefit from the one-to-one attention of their trusted key person.

Setting details

Unique reference number	EY418823
Local authority	Kent
Inspection number	10130150
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	38
Number of children on roll	85
Name of registered person	Sarah Ives and Andrea Yates Partnership
Registered person unique reference number	RP530233
Telephone number	01795875849
Date of previous inspection	23 October 2019

Information about this early years setting

Woodlands Nursery and Preschool registered in 2010. It is located in Minster on Sea, Kent. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. There are 18 members of staff. One member of staff is qualified to level 6. The manager and one other member of staff are qualified to level 5, and the vast majority of the remaining staff hold qualifications at level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Liz Caluori

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The deputy manager led the inspector on a tour of the nursery, discussing the intentions behind the educational curriculum.
- The inspector observed the interaction of staff and children during a range of activities, and undertook a joint observation with the manager.
- The manager and deputy took part in a meeting with the inspector to discuss improvements made since the last inspection, as well as the overall leadership and management of the nursery.
- The inspector spoke to staff, parents and children at appropriate times, and scrutinised a range of relevant documentation.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021